Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal Information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact Information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1	
Laredo Independent School District		1702 Houston St.	

Mailing address line 2	City	State	ZIP Code
	Laredo	TX	78040-

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
240901	District-Targeted Campuses	1	28	057570640

Primary Contact

First name	M.I.	Last name	Title
Roberta	G.	Ramirez	Executive Director for C&I
Telephone #	Email address		FAX #
956-273-1840	rgramirez1@laredoisd.org		

Secondary Contact

First name	M.I.	Last name	Title
David		Garza	Executive Director for HR
Telephone #	Email address		FAX #
956-273-1002	dagarza@laredoisd.org		

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Marcus		Nelson	Superintendent of Schools
Telephone #	Email address		FAX #
956-273-1401	mnelson@laredoisd.org		

Signature (blue ink preferred)	Date signed
	1-22-14

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 240901	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☒	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the Instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

    Laredo, Texas linked geographically and culturally with Mexico is located in the nation's most remote and rural border regions and is positioned over 150 miles from the nearest urban area. The students live in one of the ten poorest counties in the state. The 2010 census data reflects Laredo, Texas with a per capita income of $12,269 and 29.2% of families living below poverty with median income per household of $32,019. Laredo Independent School District (Laredo ISD) serves students from severely impoverished homes impacted by speaking Spanish as their first language, daily exposure to narcotic trafficking activity, and parents with low educational levels.   According to the 2012-2013 Academic Excellence Indicator System (AEIS) report, provided by the Texas Education Agency (TEA), the total number of students served is 24,797; 99.4% (24,644) are Hispanic; 58.8% (14,575) enter school as Spanish dominant English language learners; 73.4% (18,194) students are at-risk, 97.5% (24,175) are identified as economically disadvantaged, and 93.82% are receiving free/reduced lunch.

    Despite inherent obstacles that face our community, Laredo ISD has long sought opportunities that increase educator effectiveness through adoption and implementation of innovative practices and programs to create a synergetic environment conducive of providing our educators opportunities to succeed in their careers. Many of our teachers are a product of Laredo ISD and have first -hand knowledge of challenges faced by our student population and families. Our educators are passionate and have a strong desire to improve student performance through increasing their effectiveness in teaching. Our educators encourage an organizational culture that is open, collaborative, and supportive of inspiring young minds to achieve their educational and career goals.

    Without this funding opportunity to provide mechanisms for initiatives such as the Educator Excellence Innovation Plan (EEIP) that rewards our educator efforts to improve their perspective career growth within their professional fields it has become difficult to implement and sustain an Educator Excellence Innovation Plan (EEIP) successfully and in a meaningful way. Laredo ISD does not have the necessary funds to implement strategic compensation or incentives for recruitment/ early notification. These funds would allow Laredo ISD to compensate our educators for their sacrifice and dedication to our communities' most precious resource. Without these funds, the EEIP would not allow for innovative practices that transform a teacher's quality and effectiveness.

    Laredo ISD has chosen to implement the EEIP that is holistic and aligned to the program criteria at five elementary campuses that have been designated by TEA as campuses in need of improvement based on 2013 accountability ratings within the framework of the Texas Accountability Intervention System (TAIS). The five participating campuses are Macdonell, Bruni, Kawas, Gallego, and Farias Elementary Schools as described in detail on pg. 51.

    In a comprehensive effort to improve educator effectiveness in teaching, learning, leadership, and to support innovative practices, and establish rigorous academic standards for students, Laredo ISD will implement the EEIP that is aligned to state standards and district goals, instructional pedagogies and school improvement initiatives to build our organizational capacity creating greater opportunities for the following required and preferred practices along with technical assistance activities established by TEA, including assistance in implementing EEIP practices at the five participating campuses:

    Induction and Mentoring – In preparing new educators to be successful in their professional field the EEIP provides comprehensive orientation, training, mentorship, and professional collaboration opportunities that include assigned human resource specialists designated to be the liaison for the designated campus educator preparation for their assigned placement and to guide them in their career aspirations providing information and guidance at the district level. New teachers will be assigned a mentor/coach at the assigned campus along with having contracted services for teacher development specialist (TDS) that work with teachers on a one-to-one basis and the regional ESC specialists available for on-site collaborative opportunities and training as described on pgs.35 & 36.

    Evaluation – Part of the EEIP includes a value-added evaluation method that applies multiple observations (5%), student growth measures (Campus Based Assessments and STAAR; 50%), Piloted TEA evaluation for teachers and administrators (15%), teacher self-assessment surveys (10%), an enhanced appraisal instrument measuring the implementation of the critical success factors (CFS) and milestones of each CSF (15%), and student feedback surveys (5%) as described on pgs.38 & 39.

    Professional Development and Collaboration – Every professional development opportunity in the EEIP is aligned to the Professional Development Appraisal System (PDAS) and Critical Success Factors (CSF's) that include the observation and evaluation results providing an effective feedback model for teachers that improve their instructional planning, delivery, pedagogies, and provides opportunity for engagement in professional learning communities (PLC's)

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with peers in order to improve educator effectiveness and practices. In addition, mentors/coaches, TDS, HR specialists, ESC specialists provide opportunities during the school week for job-embedded professional development, and continuous collaboration working with the local community college and university regarding educator preparation programs and professional development initiatives as described on pg.41.

Strategic Compensation and Retention – The EEIP has multiple tiered compensation levels that provide funds for recruitment and retention incentives. Additional compensation is provided for teachers recruited to teach in designated high-need campuses as well as a retention compensation for those highly effective teachers to continue their effective teaching pedagogies at each designated campus identified by the 2013 state accountability rating as in need of improvement. Additionally, former teachers will be recruited to fill positions as Teacher Development Specialists (TDS) at the designated high-need campuses as a contracted service to provide targeted peer-to-peer collaboration and development. All the value added evaluation measures in the EEIP provide strategic compensation and are scaled to compile an overall educator effectiveness rating (100%) with the student growth measure being weighted at 50 percent of the overall score and is tied to performance measures aligned with the Professional Development Appraisal System (PDAS) and Critical Success Factors (CSF's) as described on pgs.38, 39, & 42.

Recruiting and Hiring – The EEIP incorporates sign-on bonuses for recent college graduates from high performing educator preparation programs. EEIP also incorporates early hire initiatives with college graduates ready to complete their studies and take their educator certifications as well as incentives for notification of teachers resigning or retiring at the end of each school year. Sign-on bonuses for hard to fill Math/Science/Bilingual teacher positions and immediate hires at job fairs offering sign-on bonus for initiation of contract is included in the EEIP as described on pg.43. In addition, current programs such as the beginning teacher induction and mentoring program, and new teacher mentorships academies, and reimbursement incentives are provided to strengthen teacher effectiveness district-wide. Without this funding Laredo ISD would not be able to target the designated high need campuses as identified on pg. 51.

Career Pathways - The current educator salary scale and pay plan are dedicated to provide additional compensation for tenure, additional job responsibilities, and for positions such as master teachers, lead mentors, mentor teachers, and buddy mentors, mentor/coaches, specialists, or educators with specific certifications in ELL, Sp. Ed, or CTE. Additionally, the district includes stipends for advanced degrees rewarding educators for their dedication to acquire additional education beyond the requirements of their position as described on pg.45.

The objectives include identified critical success factors (CSF's) to help schools create situational awareness. These are the foundational core of the Texas Accountability Intervention System (TAIS) developed by TEA and TCDSS. The CSF's are grounded in evidence-based research that include: **(1)** Improving Academic Performance; **(2)** Increasing the Use of Quality Data to Drive Instruction; **(3)** Increasing Leadership Effectiveness; **(4)** Increasing Learning Time; **(5)** Increasing Parent/Stakeholder Involvement; **(6)** Improving School Climate; and **(7)** Increasing Teacher Quality.

The CSF's will allow for successful implementation of the EEIP, enhance instructional strategies, and improve educator effectiveness. This approach engages educators as part of the continued innovation and feedback to enhance the EEIP. Laredo ISD has designed the EEIP to systematically transform administrative and teaching practices to improve the quality, efficiency, and effectiveness of the district. The EEIP has incorporated the following strategies/activities that: **(A)** Engage our educators and administrators in intensive technical assistance and support to carry out the EEIP; **(B)** Increase and enhance teacher knowledge/skills through job-embedded professional development; **(C)** Identify/reward educators that contribute to student academic achievement; **(D)** Create formal structures of decision making/ instructional management practices; **(E)** Engage teachers in PLC's aimed at student academic achievement; **(F)** Develop and Implement campus-wide Response-to-intervention (RtI) focused on academics, behavior, and extended learning; and **(G)** Participate in the TEA pilot principal and teacher evaluation that includes student growth and professional performance measures. The data collected will assess the effect of the EEIP on student growth, teacher effectiveness, and allow for continuous program improvement and sustainability.

Performance Goals: 1) increased number of first year teachers assigned a mentor that are placed and retained in high need schools; **2)** increased number of teachers participating in professional development activities that strengthen leadership and build purposeful communities leading high need schools to improve student growth; **3)** increased number/percentage of first year educators assigned a mentor that teaches or has taught the same subject; **4)** regularly/systematically collect student achievement data to measure/assess effectiveness of outcomes, build professional learning communities, and activities focused on development and sustaining effective leadership; and **5)** Increase the number of lead mentors and mentor teachers.

Performance Outcomes: 1) Increased average number of release-time hours per mentee in order to collaborate and/or observe their mentor; **2)** Increased retention rates of teachers assigned a mentor as part of implementing the EEIP; **3)** Increase the average score for each observation conducted throughout the school year by observation number; **4)** Increase the number of teachers rated effective or highly effective on the formal evaluation rubric;

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Texas Education Agency
Standard Application System (SAS)

<u>Schedule #6 – Program Budget Summary</u>

County-district number or vendor ID: 240901	Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through August 31, 2016   Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$724,000	$	$724,000	$724,000	$	$724,000
Schedule #8	Professional and Contracted Services (6200)	6200	$255,000	$	$255,000	$255,000	$	$255,000
Schedule #9	Supplies and Materials (6300)	6300	$7,600	$	$7,600	$7,600	$	$7,600
Schedule #10	Other Operating Costs (6400)	6400	$	$	$	$	$	$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$	$	$	$	$	$
	Total direct costs:		$986,600	$	$986,600	$986,600	$	$986,600
	Percentage 1.34% indirect costs (see note):		N/A	$13,400	$13,400	N/A	$13,400	$13,400
	Grand total of budgeted costs (add all entries in each column):		$986,600	$13,400	$1,000,000	$986,600	$13,400	$1,000,000

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$1,000,000.00	$1,000,000.00
Percentage limit on administrative costs established for the program (10%):	x .10	x .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$100,000.00	$100,000.00

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NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

RFA #701-14-101; SAS #181-14
2014-2016 Educator Excellence Innovation Program

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 240901			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher			$	$
2	Educational aide			$	$
3	Tutor			$	$
Program Management and Administration					
4	Project director			$	$
5	Project coordinator			$	$
6	Teacher facilitator			$	$
7	Teacher supervisor			$	$
8	Secretary/administrative assistant			$	$
9	Data entry clerk			$	$
10	Grant accountant/bookkeeper			$	$
11	Evaluator/evaluation specialist			$	$
Auxiliary					
12	Counselor			$	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
Other Employee Positions					
15	Title			$	$
16	Title			$	$
17	Title			$	$
18		Subtotal employee costs:		$0	$0
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay - Substitute pay for job-embedded trainings for teachers (amounts based on district rates; minimum 24 days)		$	$
20	6119	Professional staff extra-duty pay - Teacher pay for 5 teachers for extended day and year instruction ($30.00hr. X 4 hrs. x 5 x 45 days x 5 campuses = $135,000.00) per year, as per district policy, curriculum creation and review after hours		$135,000	$135,000
21	6121	Support staff extra-duty pay - Staff pay for increased learning time tied to instruction and extended day/year instructional purposes including office, custodial, and support staff for extended day and year (hourly pay and number of staff may vary, with amounts based on district rates)		$5,000	$5,000
22	6140	Employee benefits - TRS and other deductions – **Included as part of Extra-duty Pay**		$0	$0
23	61XX	Recruitment, Retention, Notification, and Incentive Pay - value-added evaluation method yearly stipends throughout the term of the grant in the amount of $1,000/year. X 198 = **$198,000.00**; Stipend for 75para professional staff and 35 support staff $500 x 110 = **$55,000**; Principal and Asst. Principal Incentive for meeting Performance Benchmarks (e.g. Meet CPO & EOY) In the amount of $2,000 x 11 = **$22,000.00**); Teacher Attendance $500 x 198 = **$99,000.00**; **$3,000** sign-on bonus - for early, new hires x 20 = **$60,000.00**; Notification Incentive - **$5,000.00 for resignation/retirement x 30 = $150,000.00**		$584,000	$584,000
24	61XX	Tuition remission (IHEs only)		$	$
25		Subtotal substitute, extra-duty, benefits costs		$724,000	$724,000
26	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$724,000	$724,000

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 240901	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check if Subgrant	Year 1	Year 2
1		☐	$	$
2		☐	$	$
3		☐	$	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$	$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

1	Specify topic/purpose/service: External Evaluator		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: – Will analyze campus data, provide needs assessment report on program progress, outcomes, and EEIP effectiveness.			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 1 – External Evaluator	$75,000	$75,000
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$75,000	$75,000

Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 240901	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
2	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
3	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
4	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
5	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 240901	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service: Teacher Development Specialists		☐ Yes, this is a subgrant	
6	Describe topic/purpose/service: Provide direct content specific one-to-one coaching/mentoring, induction, evaluation, collaboration, retention, and professional development strategies to improve teacher effectiveness. Manage activities to improve instructional content, delivery, performance, and retention of educators. These activities will include a mentoring program for teachers, goal setting opportunities, and coordinating professional learning communities. 10 Teacher Development Specialists x 100 days x 4hrs x 45.00hr. = $180,000.00			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions: 10	$180,000	$180,000
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$180,000	$180,000
7	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
8	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$255,000	$255,000
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**		$	$
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**		$	$
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**		$255,000	$255,000
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**		$	$
	(Sum of lines a, b, c, and d) Grand total		$255,000	$255,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 240901				Amendment number (for amendments only):			
Expense Item Description							
	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1				$	$	$
	2				$		
	3				$		
	4				$		
	5				$		
6399	Technology software—Not capitalized					$	$
6399	Supplies and materials associated with advisory council or committee					$	$
	Subtotal supplies and materials requiring specific approval:					$0	$0
	Remaining 6300—Supplies and materials that do not require specific approval:					$7,600	$7,600
	Grand total:					$7,600	$7,600

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 240901		Amendment number (for amendments only):	
Expense Item Description		**Year 1**	**Year 2**
6411	Out-of-state travel for employees (includes registration fees)	$	$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$	$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$	$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	$	$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	$	$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		$0	$0
	Remaining 6400—Other operating costs that do not require specific approval:		
Grand total:		$0	$0

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 240901	Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX/15XX—Technology hardware, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX/15XX—Technology software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	$
			Grand total:	$0	$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 240901			Amendment # (for amendments only):		

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			3,597	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	0	0%	Attendance rate	97.84%
Hispanic	3,586	99.7%	Annual dropout rate (Gr 9-12)	DNA%
White	11	.3%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	76%
Asian	0	0%	TAKS commended 2011 performance, all tests (sum of all grades tested)	13%
Economically disadvantaged	3,519	98.13%	Students taking the ACT and/or SAT	DNA%
Limited English proficient (LEP)	2,920	81.43%	Average SAT score (number value, not a percentage)	DNA
Disciplinary placements	1	.1%	Average ACT score (number value, not a percentage)	DNA

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	0	0%	No degree	0	0%
Hispanic	192	97.92%	Bachelor's degree	DNA	DNA%
White	4	2.08%	Master's degree	DNA	DNA%
Asian	0	0%	Doctorate	DNA	DNA%
1-5 years exp.	34.8	17.84%	Avg. salary, 1-5 years exp.	$44,975	N/A
6-10 years exp.	59.6	30.3%	Avg. salary, 6-10 years exp.	$47,041	N/A
11-20 years exp.	52.8	27.34%	Avg. salary, 11-20 years exp.	$49,951	N/A
Over 20 years exp.	42.9	21.54%	Avg. salary, over 20 years exp.	$60,007	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 240901	Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	574	504	596	548	463	461	451								3,597
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	574	504	596	548	463	461	451								3,597

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	26	23	27	25	21	21	21								164
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	26	23	27	25	21	21	21								164

Schedule #13—Needs Assessment	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Laredo ISD through the annual comprehensive needs assessment (CNA) process applies all avenues of data analysis to inform the development of the school improvement strategies which is part of an ongoing process to create a sustainable, integrated input and feedback mechanism to provide constant monitoring that perpetuates and enhances work that has already begun and through the CNA each campus has been able to determine what areas of concern exist. Each campus executed the CNA in alignment with the identified research-based CSF's, and then integrated the data to perform both qualitative and quantitative analysis. The CNA is conducted with all stakeholder input and is incorporated into the Campus Improvement Planning; the following points illustrate the process and findings of the CNA.

Demographics: This component for the five focus campuses proves to be extremely important to the campus improvement plan: apart from collecting and analyzing data for currently enrolled students, data is collected to address projected subpopulation changes that indicate a continually high percentage of At-risk students and ELL populations. Other demographic data was collected and then synthesized to look for trends in student achievement levels, and family/community involvement by performing a varied statistical analysis and disaggregated for the other areas of the CNA found below.

Student Achievement: The five focus campuses collected the data and combined with students' standardized test data reflected significant findings that at-risk and ELL students scored lower on STARR assessments than did regular student's district wide.

School Culture and Climate: Data was collected from surveys, focus groups, and interviews with students, parents, teachers, and administrators. The data results revealed general school perceptions that was merged and analyzed with the demographics and student achievement data painting a snapshot of influences on a students' education. The data analysis found that students perceive low achievement as an acceptable practice. Based on student and teacher focus groups and interviews the data suggested that the academic and discipline structures in place are effective, but not consistent.

Staff Quality, Recruitment, and Retention: Teacher surveys and campus staff demographics data provided a snapshot of the current staffing at each focus campus. The current staff demographic demonstrates veteran team leaders and have a high level of veteran teachers. Based on survey results a majority of tenured teachers expressed the need for additional training through various professional development activities including job-embedded professional development that allows for the use of more advanced technology immersion experiences and data use that enhances cooperative learning and professional learning communities combined with culturally related topics that promoted cultural change at the campus in order to raise student expectations and increases teacher/student accountability.

Curriculum, Instruction, and Assessment: By varying pedagogical approaches, teachers will be expected to activate students' prior knowledge, build conceptual frameworks, and utilize thought-provoking questions to develop momentum and interest in the learning process. The quality of instruction was a primary indicator of positive student outcome, and persistence in the classroom is indicative of teachers believing in the possibilities and potential of each student. Through consultation with all stakeholders the five focus campuses understand the significant opportunity for growth by implementing a campus-wide response to intervention that is accompanied with positive behavioral modeling and supports structures. Based on administrative and teacher interviews regarding perceptions of at-risk students revealed a strong need for character education as well as academic interventions. Based on an analysis of curriculum there is a great need for more vigorous vertical and horizontal curriculum alignment. Teacher surveys indicate that daily team meetings and planning periods were very helpful in creating a sustainable school culture.

Family and Community Involvement: The parent surveys indicated that parents are increasingly interested in volunteering at the school due to the introduction of a campus parent liaison. Parental involvement has been underutilized; an unfortunate outcome being that research has bolstered the need for increased parental involvement. Children's safety is always of great concern to parents as the campus reputation was in question. Parent and community member discussions reveal a great desire for increase safety for students and teachers along with more accountability.

School Context and Organization: Interestingly, the data results after integrating student achievement, demographics and climate revealed that students in non-sport extracurricular activities score higher on STARR assessments.

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Schedule #13—Needs Assessment (cont.)		
County-district number or vendor ID: 240901		Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase scores on State Academic Assessments and local benchmark assessments.	By implementing the EEIP there will be a cohesive alignment of lesson plans to curriculum that improve student achievement by engagement in remediation, reinforcement, acceleration, intensive tutoring, and enrichment activities. In addition, the EEIP implementation will allow for more student support and instruction in character development, college/career readiness, provide enhanced vocabulary development in reading, math, and study skills.
2.	Consistently implement and use RtI, Kaplan, Kagan, TSR, Data Disaggregation. Improve Data Quality, Data collection tools/process, Data Disaggregation.	Use of accountability measures will instill accountability in students through their active participation and communication of GPA, state assessment, and benchmark data results aligned with response to intervention strategies. Consistent use of DMAC and Parent Portal to provide tracking, early warning, and unified data analysis of student academic progress and for monitoring at-risk students to support student achievement. Establishing a record keeping system to analyze data to track student and campus academic indicators. Use of more collaborative planning time, to analyze and use formative, benchmark, and summative assessment data to improve teaching effectiveness.
3.	Increase use of PD360, Job-embedded Professional Development, and Professional Learning Communities.	Enhance curriculum based on PD measured by classroom observations. Collaborate with school leadership team members to support the academic calendar, lesson planning, professional development, assessments, benchmarks, afterschool tutorials, and extended day instruction. Implement the pilot appraisal system for principals and teachers.
4.	Use of flexible scheduling, tutorials, small-group instructional intervention, and personal learning communities.	Increase participation in afterschool and Saturday tutorials, extended day instruction that provides differentiated instruction and student learning. Provide additional planning periods to provide time for collaborative planning for intervention and relationship building. Offer other activities including educational trips designed to engage students in core academic areas.
5.	Improve Parent/Community Involvement through use of Surveys, Volunteerism, Meetings, Activities, and Events.	Increasing participate in administering parent surveys to gauge interest and need.

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Schedule #14—Management Plan

County-district number or vendor ID: 240901	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	School Leadership Team	The team includes experienced school and district personnel along with ESC staff assigned by the state as professional service providers (PSP). Experience in planning, implementation, evaluation, and compliance of the EEIP with regards to all critical success factors necessary to carry out the programs intent. Experience, degrees, and certifications will vary among the team members.
2.	Executive Director for Curriculum and Instruction	Requires 20+ years experience in an educational setting with administrative experience of 10+ years, Certified in Educational Administration with a strong curriculum based background necessary to carryout instructional planning, implementation and formative and summative program evaluation.
3.	Executive Director for Human Resources	Requires 20+ years experience in an educational setting with administrative experience of 10+ years in Human Resource Management, Certified in Educational Administration or related filed with a strong Human Resource background necessary to carryout personnel planning and staffing formulas. Prior experience in induction and mentoring, evaluation, professional development, recruitment, retention, hiring, salary structures, and compensation programs. Experience in implementation of personnel and program evaluation.
4.	Executive Director for Student Services	Requires 20+ years experience in an educational setting with administrative experience of 10+ years, Certified in Educational Administration with a strong background in providing services to parents and students regarding attendance, discipline, educational, social, emotional, and health services necessary to carryout program intent.
5.	Director for Elementary Education	Requires 20+ years experience in an educational setting with administrative experience of 10+ years, Certified in Educational Administration with a strong background in providing program Management/Administration, Performance Evaluation and Reporting. Correspond via e-mails, phone, memos and conduct meetings as needed to ensure program compliance.
	Director for Staff Development	Requires 20+ years experience in an educational setting with administrative experience of 10+ years, Certified in Educational Administration with a strong background in providing professional development, performance evaluation and reporting. Professional Development planning and implementation based on the EEIP requirements, instructional based content specific strategies, evaluation methods, and compliance.
6.	Human Resources Specialist/Coordinator	Requires 15+ years experience in an educational setting with administrative experience of 5+ years in Human Resource Management, Certified in Educational Administration or related filed with a strong Human Resource background necessary to carryout personnel planning and staffing formulas. Current experience in induction and mentoring, evaluation, professional development, recruitment, retention, hiring, salary structures, and compensation programs. Experience in implementation of personnel and program evaluation.
7.	Deans/Instructional Specialists	Requires 10+ years experience in an educational setting with some administrative experience, Certified in education, some educational administration or related filed with a strong background in benchmark testing, assessment result evaluation, planning of professional development sessions necessary to carryout program intent and overall program evaluation. Gather campus data from teachers, students and parents, correspond via e-mails, phone, memos and conduct meetings as needed to ensure program compliance.
8.	External Evaluator	Requires 20+ years experience in an educational setting with administrative experience of 10+ years, Certified in Education, Educational Administration or related field with a strong curriculum based background necessary to carryout data analysis, instructional planning, implementation and formative and summative program evaluation.
9.	Teacher Development	Requires 15+ years experience in an educational setting with some administrative experience, Certified in Educational Core Areas/ESL with a strong background in

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Laredo ISD has a strong commitment and focus on academic excellence that allows for our under-served and economically disadvantaged community to embrace challenges as opportunities to achieve and maintain high academic standards through best practices and embedding technological innovations in the classroom that inspire a rich and productive learning environment regardless of the socio-economic backgrounds of our student population.

1) Implement structures and processes to solicit feedback and monitor the program progress on an on-going basis.

These efforts will continue beyond the program funding period because Laredo ISD bases its initiatives and decisions on research-based scientifically relevant data. The EEIP includes activities for continuous improvement to ensure each CSF milestones are met and are part of the value-added evaluation process. The milestones for each CSF are tied to a continuous feedback and improvement model that include, but are not limited to, **a)** Ensuring the product/service is research-based; **b)** Ensuring the EEIP is vertically and horizontally aligned to grade level and federal/state/local laws, policies, and standards; **c)** On-going job embedded professional development; **d)** Provides formative, interim, and progress monitoring assessment components contained within product/service, as relevant; **e)** Provides intensive technical assistance and related customer support that is built-in components of product/service; **f)** Provides unique and specific needs to specific subpopulations that address levels that are highly visible and effective; and **g)** Have provision for appropriate social-emotional and community oriented services and supports for students.

2) Identify and correct program deficiencies to ensure continual improvement.

The school leadership team's main purpose as an added role and responsibility under the EEIP will be to compile and disaggregate data by implementing the following evaluation strategies: 1) Interviews, observations and surveys; 2) Descriptive information on proposed versus actual implementation of the EEIP; 3) Critical issues and success factors encountered by students, parents, community, school leaders, teachers, and staff regarding instructional activities; 4) Data collection formats will include but not be limited to: **A)** A review of narrative accounts of randomly selected teachers, students, parents, community and staff involvement; **B)** Standardized open-ended interviews or surveys of students, parents, administrators, teachers, and staff; **C)** Field observations; **D)** Site visits; **E)** Implementation of piloted teacher and administrator evaluations ; **F)** Student academic performance; **G)** Parental/involvement activities; **H)** Teacher quality surveys; **I)** School climate surveys; **J)** Professional development data; **K)** Instructional content and delivery evaluation; **L)** Technology usage; **M)** Student support systems provided; and **N)** Classroom observation walk-through's. The school leadership team will continually work cohesively with educators to implement the EEIP that focuses on applying the critical success factor milestones: **1)** School Climate; **2)** Instructional Quality; **3)** Character Education; **4)** Accountability Measures; **5)** Research Based Evidence:; **6)** Excellence in Instructional Delivery; and 7) Leadership Effectiveness.

The strengths and weaknesses of the EEIP design, implementation and evaluation will also be reflected using the data collection methods and program components described. The quality and level of communication with and reporting to management on the progress of the program and problems if any encountered will also be reflected via the data collection methods described above. The data collection methods will include items such as: 1) On time or late submission; 2) complete or incomplete submission; and 3) at what level formative performance measures were met that meet the EEIP criteria. Eventually the recommendations for modifying or improving the EEIP as a result of on-going evaluation activities and how they were implemented will be determined by meeting or not meeting the program goals and performance objectives. The EEIP will require that at a minimum the educators be evaluated annually to meet the required program intent.

Laredo ISD provides assurance that the program director and coordinators will attend and participate in orientation meetings, technical assistance meetings, and other periodic meetings of program grantees, and sharing of best practices. Therefore, it is crucial that monthly meetings are in place to assess and revise the areas of concern to ensure the continuity of the program and implement improvements. Each participating high need campus will be included in the decision making process and for data disaggregation. The district central office administration will provide technical assistance, evaluation data, and operational flexibility to the high need campuses receiving this funding in order to

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 Schedule #15—Project Evaluation

Schedule #15—Project Evaluation

County-district number or vendor ID: 240901	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the Indicators of program accomplishment that are associated with each. Response Is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Class-room Observations	1.	Increase scores on academic assessments and local benchmarks.
		2.	Usage of technology In classroom Instructional delivery and student engagement activities.
		3.	Improvement in the quality of teachers' lesson plans.
		4.	Improvement In teaching techniques/strategies as measured through peer-reviews and student performance.
		5.	Increase student engagement In instructional pedagogies.
		6.	Increase In vocabulary development strategies and enrichment activities.
2.	Student growth measures (Campus Based Assessments and STAAR) Individual student, content area, grade level, and campus level.	1.	Increase In percentage of students that meet or exceed state assessment standards in each academic area.
		2.	Increase in percentage of students who successfully complete their respective grade level.
		3.	Increase In percentage of students receiving support services In relation to the total enrollment of the campus, reduces, eliminates or prevents minority group isolation.
		4.	Increase in the percentage of students from major racial and ethnic groups that meet or exceed the state's adequate yearly progress standards in accordance with the State of Texas plan as required by section 1111 of the ESEA.
		5.	Increase in the number of students that achieve a commended status on state assessments.
3.	Piloted TEA evaluation for teachers and administrators	1.	Increase in the usage of Professional Learning Communities.
		2.	Increase In the usage of PD360.
		3.	Increase in the number of teacher with a rating of effective or highly effective.
		4.	Increase in the use of Response to Intervention strategies.
		5.	Increase usage of student accountability measures.
4.	Teacher self-assessment surveys	1.	Increase In teacher effectiveness.
		2.	Increase In the use of PD360.
		3.	Increase in the use of data capacity to bridge gaps within collaborative planning time to improve effectiveness of teaching strategies.
		4.	Establishment of a record keeping system to analyze data (collectively and longitudinally) to track student and classroom academic indicators.
		5.	Increased usage of positive behavioral intervention systems that correlates to increased instructional time.
		6.	Increased Instructional opportunities in ELL instructional training, RTI, SIOP, and vocational programs.
5.	Enhanced appraisal instrument measuring the implementation of the critical success factors (CFS) and milestones of each CSF	1.	Increase and Improve academic performance.
		2.	Increase the use of quality data to drive instruction.
		3.	Increase in leadership effectiveness.
		4.	Increase in learning time.
		5.	Increase in parent/stakeholder involvement.
		6.	Improvement in school climate
		7.	Increase in teacher quality.
		8.	Increase in the number of targeted interventions, attendance, and technology integration.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Statutory Requirement 1: <u>Required</u> - Describe the components of the induction system, including a mentorship or Instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

In preparing new educators to be successful in their professional field the EEIP provides comprehensive orientation, training, mentorship, and professional collaboration opportunities that include assigned human resource specialists that are designated to be the liaison for each educator preparing them for their assigned placement and to guide them in their career aspirations providing information and guidance at the district level. New teachers will be assigned a mentor/coach at the assigned campus along with having contracted services for teacher development specialist (TDS) that work with teachers on a one-to-one basis and the regional ESC specialists available for on-site collaborative opportunities and training.

Components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities that are currently practiced at Laredo ISD. The teacher mentoring program is aligned to PDAS using the Texas Beginning Educator Support System (TxBESS) framework. Reimbursement incentives are provided upon completion of the training elements. The program provides review sessions for Texas exams such as PPR and bilingual generalist three to four times a year. These sessions are collaborative efforts between the district, Texas A&M International University's college of Education, and Region 1 Educational Service Center presenters. The trainings are standard or specialized depending on the needs of the district. The TxBESS mentoring observation TAP is also used at a minimum one time per for peer-to-peer observation. Campus mentor selection is a site-based decision coordinated with human resources with the mentors required to be fully certified and have a minimum of three years demonstrated experience and success in observations, assessments, and evaluations.

The mentor training occurs primarily in the summer with multiple sessions to prepare for the new school year. For the EEIP the participating campuses will be required to attend. The mentor training includes explicit training on classroom observations for the mentors. The mentors are paid a stipend of $400.00 per teacher with a limit of two teachers per mentor. The lead mentor (1 per campus) is paid an additional stipend of $100.00. In addition, the campuses also have buddy mentors that allow for more flexibility when needed. Mentors are required to meet at least once a week and are provided release times as needed. Prior to the meetings each mentor requests release for their meetings by requesting a substitute for that particular time needed to meet.

Part of the induction program requires new teachers to attend a week long new teacher academy prior to the beginning of the school year after mentor trainings have occurred. Laredo ISD prepares new teachers under the Beginning Teacher Induction and Mentoring Program by establishing professional relationships with mentors, fellow teachers, and campus personnel, practice effective communication skills, and professional courtesies. The beginning teachers meet with assigned mentors regularly to discuss instruction, strategies, classroom management techniques, etc. The new teachers are required to demonstrate a willingness to accept help and constructive feedback, be open minded to new instructional pedagogies, abide by campus and district policies and procedures, meet with department and/or grade level teachers and complete the new teacher/mentor logs with guidance and collaboration of the assigned mentor. The beginning teacher and mentor work together in planning and completing the TxBESS teacher activity profile (TAP) that is aligned to the PDAS. The human resources specialist establishes a yearly timeline through campus and mentor collaboration to delineate the activities to be carried out before, during and at the end of the school year.

Campus lead mentors serve as the liaison between the district human resource specialist and the campus to ensure all required mentoring activities are taking place. The lead mentor responsibility is to ensure that collaboration between campus administration and assignment of mentors are occurring, meeting with mentors, buddies, and new teachers as needed, facilitate and encourage effective mentoring relationships are established, collect, gather, and submit all mentoring documentation to the human resources specialist.

The mentor and buddy mentors' responsibilities require that they meet with new teacher to offer help, guidance, and ideas, establishing a strong trustworthy relationship with the new teacher, model effective teaching strategies, and encourage the implementation of the strategies, conduct classroom observations, and provide constructive feedback. The mentors are also required to meet with the lead mentor, maintain required documentation, and submit those documents (TxBESS TAP, logs) to the lead mentor. Master teachers are provided additional planning time and are compensated for their additional duties in collaboratively working with new teachers and mentors as well.

The Beginning Teacher Induction and Mentoring Program (BTIM) has multiple steps integrated to ensure effective practices. **Step 1)** With guidance from the mentor, the beginning teacher selects a class that will be the focus of the TAP

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case study. The beginning teacher then completes the class background study to be given to the mentor; **Step 2)** The beginning teacher identifies a class period when the mentor will observe the beginning teacher. The beginning teacher completes the plan for learning; **Step 3)** The mentor observes the beginning teacher and completes the data collection notes document. This document is divided into four clusters: planning, classroom environment, instruction, and professionalism; **Step 4)** After the observation, the beginning teacher completes the document learning reflection; **Step 5)** With the guidance from the mentor, the beginning teacher completes the statement of professional responsibilities and provides the appropriate documentation; **Step 6)** The mentor and beginning teacher meet to discuss the status of the TAP. The mentor completes the mentor questionnaire and the data collection notes; **Step 7)** The mentor and the beginning teacher meet to review the data collection notes and complete the data summary and prepare an action plan if needed; and **Step 8)** The completed TAP is provided to the campus lead mentor for submission to human resources.

The objectives for mentors and beginning teachers are to establish clear and effective communication; establish mutual trust and confidentiality; foster collaborative learning; meet regularly, have reflective discussions on planning, lessons, students, etc.; schedule classroom observation times; schedule conference time to work on TAP and mentor logs; and establish a strong student focused communication strategy and instructional pedagogies based on high student academic achievement initiatives.

Schedule #16—Responses to Statutory Requirements	
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Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The steps taken in conducting multiple observations for teachers throughout the school year includes: 1) identifying that observation rubric is used; 2) who is trained and deployed to observe teachers; and 3) the goals of both pre- and post-observation meetings.

The observation begins with having a pre-conference with all teachers individually to discuss expectations of administration, expectations of the teacher, and to set individualistic and attainable goals. The pre-conference allows for meaningful collaborative time and typically has the greatest benefit for teacher with 1-3yrs. experience mainly due to nervousness being new to the environment. Experienced teachers also benefit from the pre conference, but are more prepared in regards to what is expected of them and of their own expectations based on their past experiences. The pre-conference is the icebreaker conversation between administration and teacher whereby both have the opportunity to discuss their individual expectations of one another as it may be difficult during the year to have time availability for such discussions. Therefore, having the pre-conference is one if not the most important first step to having successful relationships and creating a positive school climate. The pre-conference also allows for individuals at the campus to set the tone for the school year by removal of any anxieties, especially when administration or teachers are new to the campus.

The PD360 system observation tool that Laredo ISD has adopted is aligned to the Professional Development Appraisal System and allows for very proficient and scaled observations with real-time feedback from the observer to the teacher along with suggested videos, documents, and presentations that help develop, build, and enhance the educators' instructional capacity. The PD360 system allows for the observer to electronically evaluate the classroom via touchpad application technologies, thereby providing a real-time feedback mechanism to the teachers being observed. Not only has this system reduced the amount of time required to perform observations, it has also reduced the amount of time needed to disseminate results back to teachers. The PD360 system has increased the amount of learning time as well which is one of the critical success factors identified in the EEIP. Full adoption at the participating campuses will be key to the success of conducting multiple observations throughout the school year. All administrators at the participating campuses have been trained on the use and advantages of the system and teachers have experience in the use of the system in regards to the resources available to them to increase their instructional capacity and create professional learning environments via technological tools that have been provided to them.

Each principal and assistant principal is trained in classroom observations and conduct on average 10 observations per week. Having all campus administrators trained in providing classroom observations eases the workload distribution and also provides for more flexibility with less classroom disruptions throughout the week. The observations are rotted so that there is a balanced objective approach to the observations integrity. In addition, all results are compiled to determine an overall scaled score of the results at years' end that in part determines the overall teachers effectiveness rating as designed for EEIP implementation.

The post conference is provided after each walk through and allows time for reflection and coaching of each teacher as to what feedback was provided and any area of concerns or opportunities that may were identified during the observation. The pre and post conferences provide a continuous feedback model that not only builds on improving the school climate, but also creates an opportunity to build organizational capacity. The post conference is most effective in providing support for enhancing the educators' knowledge and skills with job embedded professional development opportunities. Conducting multiple observations throughout the year provides an opportunity to share in on-going communication of data with each teacher and provides the greatest opportunity for data to have a positive impact on each student's learning outcomes while creating a comprehensive teacher quality program at the campus.

By conducting multiple classroom observations the EEIP addresses all critical success factors that determine school improvement results. The observation provides an opportunity to improve academic performance, increases the use of quality data to drive instruction, increases the campus leadership effectiveness, increases learning time, , improves the school climate, increases the teacher quality, and provides opportunity to increase family and community engagement as observations reveal those opportunities for engagement. The observation also serves as a form of professional development that improves the teachers' pedagogies and student performance.

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Statutory Requirement 3: <u>Required</u> - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The evaluation system is designed to provide adequate quantitative data that can be disaggregated to determine overall strengths, weaknesses, opportunities, and threats allowing for significant opportunity to provide targeted explicit and implicit interventions, strategic compensation, and professional development opportunities. The evaluation instrument will evaluate educator effectiveness applying the critical success factors and identified activities and/ or results of assessment data to determine an overall rating of "Highly Effective", "Effective", "Somewhat Effective" and "Ineffective". The educators identified with an overall rating of "Somewhat Effective" or "Ineffective" will be required to engage in additional classroom observations, work closely with teacher mentor leaders, and attend targeted professional development sessions in order to enhance their opportunities to increase their efficacy and instructional pedagogies.

This formal evaluation process includes a value-added evaluation method and rubric to be used to determine the teachers overall effectiveness rating that is tied to a strategic incentive plan. The domains address the evidence sought to support the critical success factors, program objectives, and outcomes, including multiple measures of teacher performance that are scaled to determine the teachers overall effectiveness rating such as student academic performance and growth, piloted state teacher evaluation, classroom walk-through's, teacher self-assessment and student surveys and evaluations of teacher effectiveness, who is qualified and conduct the formal teacher evaluations, the timing of formal evaluations, and the process and content of summative evaluation results.

The establishment of a school leadership team will continually work cohesively with teachers to implement the value-added evaluation design that focuses on applying several critical success factor milestones: **1) School Climate:** The school leadership team will be responsible for placing emphasis on increasing student academic achievement by reducing discipline referrals, decreasing truancy, increasing student attendance, increasing instruction time, increased student performance on benchmarks and required assessments; **2) Instructional Quality:** Teacher and principal evaluation will be based on multiple, on-going observations focused on best practices and differentiation; **3) Character Education:** contributions to the school climate and environment with enhanced community and parental outreach; **4) Accountability Measures:** a value-added measure of student performance based on state assessments, as well as state and campus-developed formative benchmarks and end of course (EOC) assessments; **5) Research Based Evidence:** A portfolio consisting of lesson plans, data analysis, logs indicating professional development activities, and collaboration and participation in Professional Learning Communities applying best practices; **6) Excellence in Instructional Delivery:** Applying teacher self-inventories and development strategies for plans of action that are aligned with research based instructional management practices will enhance instructional quality; and 7) **Leadership Effectiveness:** evaluation on the amount of job-embedded professional development activities that have taken place, resource and data utilization for prescriptive Response-to-Intervention (RtI), and operational flexibility.

Process for selecting objective: After reviewing current research and consulting with teachers and administrators, the CNA indicated that the current Professional Development Appraisal Systems (PDAS) is not an efficient measure of teacher quality and effectiveness. Therefore, the results of the proposed EEIP will produce a desired outcome that fosters innovative activities as a model that reflects an efficient and effective approach toward creation of an instructional vision, support teacher career pathways, and student academic achievement at the high-need schools. The design, implementation and program evaluation rubric will provide feedback that supports more rigorous academic standards for students; provide a mechanism of higher accountability for educators, and a coherent EEIP that is aligned to school improvement strategies.

Based on this structure the overall teacher effectiveness rating can be determined and is not contingent upon one specific factor or evaluation instrument. For instance, currently under the PDAS a teacher could possibly have several domains that may perhaps have some areas of deficiency, but may not necessarily reflect the teacher's effectiveness since the evaluation only occurs at one given place and time. Additionally, the current PDAS is subjective because only one individual is providing the evaluation. Therefore, the evaluation system has inherent flaws that can be corrected by creating a value-added evaluation rubric that includes multiple measures that take place over time and are performed by multiple evaluators. For the purposes of ensuring an objective and powerful EEIP, the following evaluation methodology will be applied in determining the teacher effectiveness rating:

This particular part of the EEIP includes a value-added evaluation method that applies multiple classroom observations (5%), student growth measures (Campus Based Assessments and STAAR; 50%), Piloted TEA evaluation

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for teachers and administrators (15%), teacher self-assessment surveys (10%), an enhanced appraisal instrument measuring the implementation of the critical success factors (CFS) and milestones of each CSF (15%), and student feedback surveys (5%) with fifty percent of the overall score accounting for the student growth measures.

The evaluation rubric design is as follows:

Evaluation Rubric Matrix– The Matrix totals 100 possible points based on simple mathematical equations inorder to determine the overall teacher effectiveness rating. If a teacher falls below an overall score of 80 then these individuals will receive additional interventions provided by the Teacher Development Specialists, and additional professional development opportunities in order to increase their effectiveness. This matrix also allows for the data disaggregation determining the causal factors associated with the teachers effectiveness in specific identified areas based on the evaluation results. The student growth measure is the most significant factor as it is assigned to half of the overall results.

Multiple classroom observations (5%) - Add up all scores and divide by the number of observations to provide the average. Multiply the average by 5%. This is your total score for the classroom observations.

Student growth measures (Campus Based Assessments and STAAR; 50%) – Add up all scores and divide by the number of assessments to provide the average. Multiply by 50%. This is your total score for the assessments. Note: This calculation is based on all students assigned to this specific teacher and content area.

Piloted TEA evaluation for teachers (15%) – Multiply the total evaluation points by 15%. This is your total score for the evaluation.

Teacher self-assessment surveys (10%) – Add up all scores and divide by the number of surveys to provide the average. Multiply the average by 10%. This is your total score for the self-assessment survey.

Enhanced Appraisal Instrument measuring the Implementation of the critical success factors (CFS) and milestones of each CSF (15%) – Multiply the total score by 15%. This is your total score for the Enhanced Appraisal.

Student feedback surveys (5%) - Add up all scores and divide by the number of surveys to provide the average. Multiply the average by 5%. This is your total score for the student feedback survey.

Annual Performance Goals Total Scores

Evaluation Method/Process	Total
1. Classroom Observations	
2. Student Growth Measures.	
3. TEA Piloted Formal Evaluation.	
4. Teacher Self-Assessment.	
5. Enhanced Appraisal (CFS).	
6. Student Feedback Survey.	

Total Score

90 to 100 Highly Effective
80 to 89 Effective
70 to 79 Somewhat Effective
0 to 69 Ineffective

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Statutory Requirement 4: <u>Required</u> - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The EEIP has made accommodations that allow for regular and consistent collaboration opportunities at each designated participating campus during the school week for teachers to discuss and share pedagogical strategies as part of the initiative to create professional learning communities through collaboration.

The collaborative planning periods would be scheduled at a minimum of once per week with rotation cycles either by grade level, content area, or both depending on each campuses school leadership team decision. Currently, there is collaborative learning at each campus on a rotating basis, but are limited to each grade levels teachers planning times and not vertically aligned. With the EEIP there will be opportunity to schedule horizontal as well as vertical collaboration.

There are also other opportunities for collaborative learning that takes place outside of instructional time that allows for increase leadership effectiveness, increasing teacher quality, and improving the school climate. The monthly leadership meetings provide opportunities for the campus leadership to engage in collaborative learning among other campuses and the district level leadership. This creates an opportunity to collaborate among peers and evaluate on-going collaborative efforts designed to add to the foundational elements of implementing school improvement efforts.

Campus staff meetings are another opportunity that staff has to collaborate. At a minimum of once to twice per week the campus staff convene to discuss current issues effecting the campus. This provides the opportunity to address multiple areas of the school climate and build organizational capacity. The staff meetings are designed to keep all campus staff informed of issues that affect their campus and to provide opportunities to enhance and improve the school climate by connecting staff to student achievement through increasing teacher and staff morale, providing positive reinforcements, aligning support for student academic success, and increasing opportunities for effective communication more regularly.

Scheduled days for collaboration can create an opportunity as the campus focuses on specific areas in need of improvement. Some staff members may attend district workshops specifically designated for their areas of expertise while others will receive local campus based opportunity for collaboration. These collaboration days vary per school year with additional collaborative opportunities scheduled in the summer, or when staff member request specific days for possible in town or out of town specialized collaboration opportunity that allows for collaboration among other schools.

Mentors/Coaches also provide opportunity for collaboration with each teacher they are assigned to when they have chances to discuss particular needs or interests that effect the classroom environment, instructional pedagogies or student academic achievement.

Current educational reforms call for such collaboration. However, in order to have meaningful collaboration the integration of vocational and academic education needs to balance in an attempt to dissolve division between academic study and preparation for work. Since, teacher collaboration is essential there are ways to incorporate the academic and vocational areas so that working together can alter the curriculum and pedagogy within subjects, make connections between subjects, and explore new relationships between the school and the world of work. Teachers who have worked together can see substantial improvements in student achievement, behavior, and attitude through collaborative efforts.

The teachers at participating campuses can benefit in many ways through collaborative efforts such as: 1) Through formal and informal training sessions, study groups, and conversations about teaching; 2) Teachers are better prepared to support one another's strengths and accommodate weaknesses; 3) Schools become better prepared and organized to examine new ideas, methods, and materials; 4) Teachers are organized to ease the strain of staff turnover, both by providing systematic professional assistance to beginners and by explicitly socializing all newcomers, including veteran teachers, to staff values, traditions, and resources; and 5) Symbolic endorsements and rewards that place value on cooperative work.

The School-level organization of assignments and leadership into teams stimulates cooperative work and through collaborative efforts among teachers there can be an opportunity to reduce some teaching loads in exchange for these teachers to leading curriculum development work. Additionally, latitude can be given to teachers for influence on crucial matters of curriculum and instruction. This collaborative investment in team planning appears to rest heavily on the ability given to them to make decisions in crucial areas of curriculum, materials selection, student assignments, instructional grouping, and the assessment of student academic achievement. Therefore, collaborative efforts will be geared towards the matters of compelling importance to improve teaching effectiveness, quality, and school climate.

Common planning periods, regularly scheduled team or subject-area meetings, and released time for collaborative work all support cooperative work among teachers.

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Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Dr. Robert Marzano states that "learning a new strategy or behavior involves movement through phases. To effectively move through developmental phases, teachers must have opportunities to observe and discuss expertise. Simply stated, teachers need input from sources other than themselves" (Effective Supervision, ASCD, 2011).

Therefore, defining and designing effective professional learning opportunities for educators is vital to the effective classroom implementation of new knowledge, skills and strategies that lead to increased learning for students. Every professional development opportunity in the EEIP is aligned to the CSF's that include the observation and evaluation results providing an effective feedback model for teachers that improve their instructional planning, delivery, pedagogies, and provides opportunity for engagement in professional learning communities (PLC's) with peers in order to improve educator effectiveness and practices.

Laredo ISD has taken a series of steps ensuring opportunities are in place that allow for the development of a comprehensive approach to facilitating professional development activities and opportunities during the school week through the use of mentors/coaches, Teacher Development Specialists (TDS), HR specialists, and ESC specialists that provide opportunities during the school week for job-embedded professional development program.

Based on this objective approach that professional development should be job-embedded, we emphasize that if our teachers' observation instruments are to achieve the goal of supporting teachers in improving instructional practice, they must be subject-specific, involve content experts in the process of observation, and provide information that is both accurate and useful for teachers.

Laredo ISD has adopted the PD360 software that facilitates real-time feedback with support as suggested and evidenced by the classroom observations aligned with professional development activities and professional learning communities that target building our educators leadership capacity and support our research-based practices/strategies providing strong evidence of leadership/educator effectiveness significantly impacting our students' academic achievement.

In addition, PD360 provides and facilitates job-embedded professional development in a way that the teachers are engaged to discuss the instrument and results themselves, the raters and the system design, and timing of and feedback from the observations. The conclusion could be made that by outlining the challenges that administration faces in designing observation systems that will work to improve instructional practice at scale is one of the greatest benefits of having teachers being able to observe and participate in observations of other teachers that are focused on student learning needs and what learning teachers will need in order to help students learn at high levels and not just teachers only.

Additionally, the district has several days accounted for within the school instructional calendar to provide specific professional development opportunities on and off campus. Steps are also taken to ensure there is ample opportunity during the school year where teacher are allowed to attend specific content and leadership-based professional development sessions in order to encourage our teachers to continue pursuit of advanced academic knowledge and implement stronger instructional pedagogies in the classroom.

Teachers also have an opportunity to attend our summer leadership academy that builds there capacity and ability to take on additional roles and responsibilities providing them opportunities for advancement within the ranks of the organization. These steps ensure that our teachers are well prepared and have solid career pathways ahead of them as they desire to attain higher levels of responsibilities within the organization and increasing leadership effectiveness.

Our goal is designed to span the entire career of our teacher's from induction to retirement and provides the educational foundation and the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data both from local benchmarks and state assessments.

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Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Laredo ISD currently has several strategic compensation initiatives in place that differentiates compensation levels, such as compensation based on areas of responsibility most closely aligned to improving students' performance and teachers' pedagogical growth. In addition there is also teacher compensation based the current market and high need shortage areas. Laredo ISD professional employee pay plan consists of a hiring schedule, with stipends, and supplemental/additional duty pay for professional employees including those who are new to the district or returning to the district after resignation or retirement. Professional employees continuing with the district are paid according to a board approved base salary plus board approved raises according to stipends and supplemental/additional duty pay listed in the professional pay plan. The teacher salary scale is based a on having a bachelor degree, certification, and tenure (years of Service). Additionally, there is a stipend added for those individuals that have advanced degrees such as a Master or Doctoral degree in the amount of $2,000.00. Also included are stipends for those individuals on a career ladder II or III level that provides an additional $1,500.00 to $3,000.00 depending on the career ladder chosen.

As part of the district's pay scales there are stipends tied to specific additional duties one is undertaking (Mentors/Coaches, Bilingual, Special Education, etc.) as an addition to their basic responsibilities and depending on whether they are at elementary, middle, or high school level positions. The district's teacher pay plan http://www.laredoisd.org/humanresources/pdf/teacher.pdf and professional salary pay plan http://www.laredoisd.org/humanresources/pdf/emp-payplan.pdf is posted on the district website. For example, teacher stipends include but are not limited to: ESL, secondary $800.00; Health Science Tech $4,000.00; Mathematics $1,800.00; Science $1,800.00 + $500.00 for chemistry + 500.00 for Physics; Special Education Self-contained $4,000.00, Special Education Resource $800.00; and Speech Pathologist $10,000.00. Additionally, there are teacher incentives such as: Professional development opportunities, the new teacher mentoring program, and reimbursements for TEXES Exams and initial certification fees.

The specific portion of the EEIP strategic compensation plan that requires this EEIP request for funding would be difficult to implement and sustain successfully and in a meaningful way to provide mechanisms for strategic compensation that reward our educator efforts to improve their perspective career growth within their professional fields.

Laredo ISD does not have the necessary funds to implement strategic compensation or incentives for recruitment/ early notification, resignation/retirement, attendance, or for meeting value-added performance measures without this funding. These funds would allow Laredo ISD to compensate our educators for their sacrifice and dedication to our communities' most precious resource. Without these funds, the EEIP would not allow for innovative practices that transform a teacher's quality and effectiveness. Therefore, the EEIP has incorporated multiple tiered compensation levels with the requested funding that provide for recruitment and retention incentives, sign-on bonuses, resignation/retirement notifications, and performance incentives. Additional compensation is provided for teachers recruited to teach in designated high-need core content areas and bilingual education, as well as a retention compensation for those highly effective teachers to continue their effective teaching pedagogies at each designated campus identified as in need of improvement.

The EEIP also includes funding (e.g. Notification Incentive) for teacher that desire resignation and/or retirement in order to provide opportunities to other individuals wanting to fill those positions. The former teachers (Resigned/Retired) will be recruited to fill positions as teacher development specialist (TDS) at the designated high-need schools as a contracted service with this funding request. All the value added evaluation measures in the EEIP provide strategic tier level compensation and are scaled to compile an overall educator effectiveness rating (100%) with the student growth measure being weighted at 50 percent of the overall score and is tied to performance measures as indicated on pgs. 38 & 39. The greatest challenges in implementing the EEIP practices without this funding are tied to strategic compensation, succession planning, and school improvement via a new evaluation methodology (Value-added Evaluation Matrix). Without this funding the designated campuses would not have the means to recruit highly qualified new and tenured teachers in designated shortage areas, offer resignation/retirement incentives to tenured professionals, or implement a value-added evaluation method that uses multiple indicators to determine a teachers' overall effectiveness tied to incentives that reward them for being highly effective in their professional field or re-hire resigned/retired teachers to provide expertise to the teacher development specialists positions needed to work one-on-one with teachers that have not achieved a rating of effective or highly effective.

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Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Laredo ISD has taken steps to the recruit and hire the most qualified candidates possible to provide our students the greatest chances at achieving high academic standards. The recruitment process entails exercising multiple levels of aggressive marketing to achieve the district goals of actively pursuing and hiring highly qualified personnel and providing support that encourages growth, improvement and increased student achievement and to continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each student and the community, supports high academic standards and addresses state and federal accountability requirements.

The district human resource specialists participate in job fairs throughout Texas annually. In addition, they participate at the local college and university job fairs twice a year and hold their own job fairs at campuses around the community to promote not only opportunities for internal applicants to consider a career pathway, but also for those aspiring to become employed with Laredo ISD at different levels.

The job fairs at each campus also promote community involvement through opening up opportunities for potential candidates to visit the campuses while attending the job fairs and provide the potential candidates the opportunity to communicate directly with human resource specialist that can assist them in completion of documentation or provide needed information regarding the candidates desire and intentions regarding the positions being sought after.

The local news media outlets provide an increased awareness of job openings that the district currently has a need to fill along with information that provides candidates not only a listing of current available positions, but also the web address if applying online or the address where applications and documentation can be delivered along with contact information to the human resource office if there are additional questions that potential candidates are seeking to have answered by the human resource office staff.

The district human resources office also uses media streams such as the districts own website, campus-based websites, teacher conference room postings, e-mails regarding current position opportunities through employee e-mails, university websites, specialized military base media outlets for personnel currently serving, special education entities, sports media outlets, and district websites to list the current available positions and contact information for individuals seeking guidance or have questions. The district human resources office is also engaged in job fairs that are hosted by universities and educational service centers around the state, ACP meeting recruitment and local civic job fairs offered by the Texas Workforce Commission on a regular basis.

The human resource specialists maintain consistent communication with Texas A&M International University college of Education regarding educator preparation programs and recruitment of students ready to graduate from these programs as an early hiring practice. Additionally, the human resources office posts all positions internally using bulletin boards, district websites, e-mails, and campus bulletins consisting of district and campus vacancy listings. During the job fairs and when engaging the colleges, universities, and community the human resource specialists collect evidence from potential candidates to determine the quality of the applicant, the education preparation program attended, and of previous teaching experience.

The district's human resources office engages in an extensive hiring process to ensure that applicants are provided the best opportunity to become productive employees in serving our community. The hiring process begins when the applicant submits their application for employment which is reviewed by a human resource specialist to ensure the applicant has submitted the required documentation evidencing the qualifications that correspond to the job position being applied for in what is designated as the screening process of qualified applicants. A pool of qualified applicants is then compiled prior to setting up interviews. When interviews are for campus level positions the human resources specialists coordinates with the campus administrative team (CEIC) to determine the dates and times available for interviews. The campus interviews are held by the Campus Educational improvement Committee (CEIC).

Once interviews are complete the CEIS the makes a selection and recommendation to the human resources office. The human resources office in turn notifies the candidates of the hiring committees' decision. The individual recommended for the position to be filled is notified and brought in for employee orientation sessions. After the orientation sessions the human resource specialist will complete the intake and processing of all necessary paperwork prior to issuing an assignment letter that will accompany the new employee to their respective job assignment at the assigned campus. The new employee will then deliver the assignment letter to the campus administrator to begin employment in their respective job assignment.

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The EEIP incorporates sign-on bonuses for recruiting recent college graduates from high performing educator preparation programs. EEIP also incorporates early hire initiatives with college graduates ready to complete their studies and take their educator certifications as well as incentives for notification of teachers resigning or retiring at the end of each school year. Sign-on bonuses for hiring hard to fill Math/Science teacher positions and immediate hires at job fairs offered sign-on bonus for initiation of contract is included in the EEIP. There are no district level positions tied to the EEIP funding as this funding is strictly dedicated to fill the participating campus level positions.

The sign-on bonuses that are budgeted provide a **$3,000** sign-on bonus -for early, new hires x 20 = **$60,000.00.** This gives of the five participating campuses four positions which they can target this funding toward to fill especially if it is a high need position such as math, Science, or Bilingual education.

When individuals are applying for district level positions their applications are reviewed by a human resource specialist to ensure the applicant has submitted the required documentation evidencing the qualifications that correspond to the job position being applied for in what is designated as the screening process. The qualified applicant pool is then compiled prior to setting up district level interviews. When interviews are for district level positions the human resources specialists coordinates with the district administrative departments to coordinate selection of a hiring committee and to determine the dates and times available for interviews. The district interviews are held by the selected district hiring committees established by selecting individuals from the specific department, two or three individuals from other departments and the human resources specialists that observes the interviews, but does not participate. The department requesting the position action sets up the selected questions used for each interview. The questions are the same for each candidate for consistency and fairness.

Once interviews are complete the hiring committee the makes a selection and recommendation to the human resources office. The human resources office in turn notifies the candidates of the hiring committees' decision. Sometimes the interview committee depending on the number of applicants will selected the top three for second interviews and depending on the position applied for may be required to interview with a selection committee of administrators or the superintendent. The individual recommended for the position to be filled is notified and a request is posted on the following month board agenda for superintendent recommendation to the board of trustees. If the board of trustees approves the individuals then they are named at the meeting in open session.

There are times where the board may request a closed session to discuss multiple individual recommended by the superintendent and then vote on the recommendations once they have reconvened in open session. The employee that is recommended and approved by the board of trustees is then notified if not present at the board meeting and is brought in for employee orientation sessions. After the orientation sessions the human resource specialist will complete the intake and processing of all necessary paperwork prior to issuing an assignment letter that will accompany the new employee to their respective job assignment at the assigned position.

The new employee will then deliver the assignment letter to the administrator in charge of that department or the superintendent if it is an assigned cabinet level position that reports to the superintendent to begin employment in their respective job assignment.

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The EEIP also has an established educator salary scale and stipends as indicated on pg. 42 and is dedicated to provide additional compensation for tenure, additional job responsibilities, and for positions such as master teachers, mentor/coaches, specialists, or educators with specific certifications In ELL, Sp. Ed, or CTE. Additionally, the EEIP includes stipends for advanced degrees rewarding educators for their dedication to acquire additional education beyond the requirements of their position.

The EEIP provides multiple career pathways for classroom teachers pursuing additional opportunities for advancement and allows the district to provide direct content specific one-to-one coaching/mentoring, induction, evaluation, collaboration, retention, and professional development strategies to improve teacher effectiveness. Manage activities to improve instructional content, delivery, performance, and retention of educators. These activities include a induction/mentoring program for teachers, goal setting opportunities, and coordinating professional learning communities tied to the career pathways allowing individuals to seek out new challenging and exciting career opportunities within their professional fields of education.

The current professional employee pay plan starts with a term professional employee salary scale based a bachelor degree and on tenure. Additionally, there is a stipend added for those individuals that have advanced degrees such as a Master or Doctoral degree in the amount of $2,000.00. Also included are stipends for those individuals on a career ladder II or III level that provides an additional $1,500.00 to $3,000.00 depending on the career ladder chosen.

As part of the district's pay scales there are stipends tied to specific additional duties one is undertaking (Mentors/Coaches, Bilingual, Special Education, etc.) as an addition to their basic responsibilities and depending on whether they are at elementary, middle, or high school level positions. The district's teacher pay plan http://www.laredoisd.org/humanresources/pdf/teacher.pdf and professional salary pay plan http://www.laredoisd.org/humanresources/pdf/emp-payplan.pdf is posted on the district website.

The teacher pay scale is designed to provide every teacher a starting competitive salary based on tenure and compensation for advanced degree earned whereas the professional pay plan adds stipends to specialized positions district wide.   The differentiated compensation establishes the opportunity for individual that wish to have more responsibilities or a career pathway to increase their salary the opportunity to do so. In addition, the professional pay plan provides individual the opportunity to receive additional compensation for those specialized skills and certifications they would not receive credit for under the teacher pay scale.

For instance, teacher stipends include but are not limited to: ESL, secondary $800.00; Health Science Tech $4,000.00; Mathematics $1,800.00; Science $1,800.00 + $500.00 for chemistry + 500.00 for Physics; Special Education Self-contained $4,000.00, Special Education Resource $800.00; and Speech Pathologist $10,000.00. Additionally, there are teacher incentives such as: Professional development opportunities, the new teacher mentoring program, and reimbursements for TEXES Exams and initial certification fees.

The mentors are paid a stipend of $400.00 per teacher with a limit of two teachers per mentor. The lead mentor (1 per campus) is paid an additional stipend of $100.00. Master teachers, coaches, strategists, and technology trainers are also paid stipends for their contribution to the school improvement outcomes based on their areas of expertise and certification.   There are a myriad of positions tailored with multiple career pathway options for the classroom teacher to advance into positions requiring more responsibility over time. This allows the district to offer multiple career pathways leading to even administrative level positions within the district providing needed succession planning as experienced tenured employees resign or retire from the district

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Laredo ISD has not requested a waiver under TEC, § 21.7011 regarding TEC, §21.532(a)(2)(B)); TEC, §21.353; TEC, §21.354(d); TEC, §21.351(g); TEC, §21.451; or TEC, §21.458.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence Innovation plan without grant funds.   Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A campus needs self-assessment was performed in the month of January 2014, detailing the challenges that the participating campuses would face in implementing the EEIP practices plan without grant funds. Without this funding opportunity to provide mechanisms for initiatives in an effort to improve our educator effectiveness and to inspire their career growth within their professional fields it would difficult to implement and sustain an Educator Excellence Innovation Plan (EEIP) successfully and in a meaningful way.

Laredo ISD does not have the necessary funds to implement strategic compensation or incentives for recruitment/ early notification or educator incentives with other funds. These funds would allow Laredo ISD to compensate our educators for their sacrifice and dedication to our communities' most precious resource. Without these funds, the EEIP would not allow for innovative practices that transform a teacher's quality and effectiveness specifically with the implementation of a value-added evaluation matrix that ties multiple measures to determining a teachers effectiveness.

Each participating campus, through this needs self-assessment determined that in order to create and sustain a viable EEIP would be un-achievable without this funding. Particularly, with the incentives for teacher effectiveness that is primarily based on student academic achievement. The participating campus has been able to determine that the areas of academics, classroom instructional strategies, teacher effectiveness, recruitment, retention, mentoring, compensation, and technology access, professional development, parental and community involvement are all areas of significant concern and the area of evaluation methods pose significant challenges in implementing school improvement strategies and the EEIP without funding for needed teacher development specialists, flexible scheduling, opportunities for teacher to take on additional leadership roles, and providing meaningful professional development, career pathways, and differentiated levels of compensation and promotional opportunities throughout their career even with many of these initiatives in place.

The greatest challenges in implementing the EEIP practices without this funding are tied to strategic compensation, succession planning, and school improvement via a new evaluation methodology. Without this funding the designated campuses would not have the means to recruit highly qualified new and tenured teachers in designated shortage areas, offer resignation/retirement incentives to tenured professionals, or implement a value-added evaluation method that uses multiple indicators to determine a teachers' overall effectiveness tied to incentives that reward them for being highly effective in their professional field. Although the teacher pay scale and professional pay plan have established many opportunities for career advancement, and additional compensation there would be a gap in rewarding teachers for achieving an effective rating without a value-added performance matrix and incentives tied to the performance criteria.

The needs assessment also indentified that the quality of instruction and teacher effectiveness was a primary indicator of positive student outcome, and persistence in the classroom is indicative of teachers believing in the possibilities and potential of each student. Implementation of the EEIP to include a new evaluation methodology tied to strategic compensation allows for teachers to have opportunities at all levels of their career including incentives for becoming highly effective, becoming mentors/coaches, obtaining additional education and certification levels, and resignation/retirement/recruitment incentives that would not be possible to implement without this funding.

The biggest challenge faced by implementing the practices of the EEIP without the funding would be the evaluation rubric matrix. Without the incentives tied to the outcome of measured performance areas the campuses would be reluctant to implement a value-added evaluation that takes into account multiple measures to determine overall teacher effectiveness ratings. As such, if there is no incentive tied to this matrix of measurement it would be unlikely that the campuses would apply the measurement in a meaningful way. The measurements would still occur but would not be compiled and analyzed for an holistic evaluation of all data sets and basically would not motivate teachers to build their professional capacity through an effective and efficient way that determines their rating collectively. In turn, this would discourage them from applying for promotion, additional duties, roles, or compensation as the data sets would be applied individually and not allow our teachers the opportunity to bolster effectiveness ratings.   Whereas, if the evaluation rubric matrix are applied and incentives are provided the teachers could then apply for opportunities that require greater responsibilities showing that their effectiveness rating designates them as effective or highly effective. In essence, giving them a teacher effectiveness rating that no other individuals would have when applying or accepting greater responsibility. This would encourage teachers to strive to achieve much higher standards and give them a means to not only receive compensation, but provide them with a commendation for excellence.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Laredo ISD will implement the EEIP that aligns to our district and campus needs, goals, and objectives. The EEIP provides the district and campus the flexibility to implement the EEIP that is based on the CNA as it pertains to school improvement strategies. The EEIP was decided upon after the districts initial meeting and based on the campus CNA findings. A delineated timeline for the EEIP Planning, Design, and Implementation is as follows:

1. A comprehensive meeting with School Leadership, teachers, and staff to explain the purpose of the EEIP and documenting the participating campus support for the EEIP (January 2014);
2. Meeting with School Leadership, teachers, and staff to initiate the EEIP (April 2014);
3. Begin Implementation of the EEIP (April 2014);
4. Begin establishment of the school leadership team (May 2014);
5. Meet with School Leadership Team to work on EEIP implementation based on CNA and selected evaluation method (May 2014); and
6. Finalize value-added evaluation rubric (June 2014).

The delineated timeline for the EEIP Implementation and steps that the district and has chosen to implement are as follows:

7. Begin implementation of EEIP (June 2014 – August 2016);
8. Begin Implementation of Value-added evaluation methodology (September 2014):
   - Campus Principal and Teachers summative evaluation;
   - Implement instructional strategies that are research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
   - Establishment of schedules and strategies that provide increased learning time, flexible scheduling, and classroom walk-through's;
9. Begin use of student data (such as District Benchmark formative assessments, interim assessments, and summative assessments, and STARR data) to inform and differentiate instructional strategies to meet the academic needs of individual students (October 2014);
10. Begin establishing and/or creating community-oriented and ongoing activities for family and community engagement (October 2014);
11. Establishment of planned operational flexibility and sustained support (October 2014);
12. Ensure that each participating campus receives ongoing, intensive technical assistance and related support from the District, Region ESC's, Texas Education Agency and Professional Development providers (October 2014 – June 2016);
13. Review of the identified the Critical Success Factor (s) including all campus activities, and supporting research that indicates the activities will be effective (October 2014 – June 2016);
14. Begin Academic Performance reviews, including (but not limited to) Reading/ELA and Math benchmarks (November 2014);
15. Begin enhanced data-driven instruction based on district approved instructional model (September 2014);
16. Continue with curriculum alignment (both horizontal and vertical) and instructional strategies for increased learning times (September 2014);
17. On-going monitoring of instruction, lesson plans, technology integration, and academic enrichment (October 2014 – May 2016);
18. Increase use of quality data to drive instruction using local assessment data and State assessment results (November 2014 – May 2016);
19. Provide professional development workshop on data disaggregation and training using data-driven decision models (November 2014 – May 2016);
20. Continued on-going communication with all stakeholders (April 2014 – June 2016);
21. Increase leadership effectiveness through on-going job embedded professional development and professional learning communities (August 2014 – May 2016);
22. Ensure operational flexibility plan is being implemented and utilized as identified in the campus comprehensive needs assessment (September 2014 – May 2016);
23. Increase parent/community involvement for input, effective communication, activities and accessible community services (September 2014 – May 2016);

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After developing, reviewing, and consulting with staff, teachers and principals regarding the EEIP in January 2014 as evidenced by the review and compliance attestation signed by staff, teachers, and administration at each participating campus (Available upon request), the feedback provided indicates that the participating campuses support both the decision to participate in the EEIP and the initiatives outlined in the EEIP. The results of the meetings with participating campuses based on educator involvement produced positive responses that will drive the EEIP activities as a model that reflects an efficient and effective approach toward school improvement and academic achievement at these high-need schools. The design, implementation and program evaluation of the EEIP will provide necessary feedback to sustain and support rigorous academic standards for students; provide a mechanism of higher accountability for teachers, a coherent leadership program that fosters a synergetic educational environment that emanates academic excellence, and a sustained instructional vision.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

High-Need and/or Low Performing Schools

Campus	AYP 2010 - 2011	AEIS Rating	2013 Accountability Rating	Enroll-ment	ELL	At-Risk	Eco. Dis.	Free /Reduced Lunch
Macdonell	YES	Recognized	Improvement Required	674	630 (93.5%)	639 (94.8%)	669 (99.3%)	93.86%
Farias	YES	Recognized	Improvement Required	855	655 (76.6%)	658 (77.0%)	830 (97.1%)	94.38%
Bruni	YES	Recognized	Improvement Required	722	678 (93.9%)	691 (95.7%)	716 (99.2%)	98.67%
Gallego (Formerly Buenos Aires)	YES	Recognized	Improvement Required	690	581 (84.2%)	587 (85.1%)	675 (97.8%)	91.46%
Kawas	YES	Academically Acceptable	Improvement Required	668	526 (78.7%)	534 (79.9%)	643 (96.3%)	93.20%
Total				3,609	3,070 (85.07%)	3,109 (86.15%)	3,533 (97.89%)	3,403 (94.31%)

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